

TEACHERS' UNIT GUIDE

UNIT 8

AMERICAN LANDS AND NEIGHBORS

by MILDRED CELIA LETTON*Edited by* BEATRICE COLLINS

TO BE USED WITH

NEW WAYS IN THE
NEW WORLD

CURRICULUM

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UNIT 8

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- The questions and activities offered in this GUIDE may be used in addition to the exercises in the textbook. Representing a variety of interests, they are intended to add richness to the study of the unit. No teacher will want to use all of these suggestions but may make her selections in terms of the needs and interests of the pupils.
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Unit 8

American Lands and Neighbors

Time of the Unit

In this unit we look backward briefly to the days when American lands beyond the states became a part of our country. The first was Alaska, bought in 1867. Hawaii, Puerto Rico, and the Panama Canal Zone were among those added in the years that followed. We also take a look at our New World neighbors—Canada and the nations of Latin America—once colonies and now independent countries.

"BEYOND THE STATES" AND NEW WORLD NEIGHBORS



1867

TODAY

AMERICAN LANDS BEYOND THE STATES

NEIGHBORS TO THE NORTH AND SOUTH

Walter and Jan Fairservis, American Museum of Natural History, New York

Chapters of the Text Included in the Unit

Chapter 23. American Lands Beyond the States

Chapter 24. Neighbors to the North and South

Suggested Study Time

2 to 3 weeks

What the Unit Is About

This unit begins with the story of the American lands beyond the states—how they became a part of our nation and what they are like today.

After the pioneers moved out on the last frontiers of the West, the United States did not stop growing. Older states grew; new states joined the Union. And restless Americans moved on to new lands beyond the states—northward into Alaska, westward to islands in the Pacific, and southward into the Caribbean.

Chapter 23 tells a part of the story of these new lands—Alaska, Hawaii, the Philippines, island “stepping stones” in the Pacific, Puerto Rico, the Panama Canal Zone, and the Virgin Islands. All except the Philippines, which became an independent country in 1946, are American lands today.

About three hundred fifty years have passed since the English built their first permanent colony in Virginia in 1607. The growth of the American nation, with many different peoples working together, is one of the most exciting stories in all human history.

Chapter 24 gives us a look at our

neighbors to the north and south—twenty-one nations which, with the United States, make up the New World. To the north lies Canada, and to the south the twenty nations of Latin America.

Each of these nations has a story that is in many ways like that of our own country. All were the home of Indian groups at the time of Columbus, and all were settled by people who came from the Old World to the New.

In Canada we see a country that is much like ours. Like the American colonists, the people wanted to govern themselves, and in time England very wisely gave them that power.

To the south of us, most of the people lived under Spanish rule for several hundred years. They had to fight to win their independence, as our ancestors did, and many of the nations patterned their governments after ours.

By working together to solve their common problems, the New World nations have moved in the direction of the hope of all: that many different nations and peoples can live together as good neighbors.

Big Ideas to Develop

1. The United States did not stop growing after the last frontiers of the West were settled. As Americans continued to push on to new lands, some of these became a part of the United States.

2. When the United States bought Alaska from Russia, many people believed the money was wasted. The riches of Alaska and its position at the crossroads of North America and Asia have made this land a valuable part of the United States.

3. The Hawaiian Islands, rich in sugar and pineapples, are a busy crossroads of travel and trade and a vital link in American defense.

4. One of the many problems still to be solved in Puerto Rico is the problem of many people living in a small area.

5. One of the great engineering feats of all time, the Panama Canal has played an important part in American defense and in the growth of world-wide trade.

6. Canadians and Americans are alike in many ways and have many things in common. The people of both countries have a strong belief in democracy.

7. Trade ties and the Pan American Union have helped the people of the United States and of Latin America to know one another better and to work together to solve common problems.

Getting Started

The questions and activities suggested here may be used to prompt discussion and introduce some of the big ideas in this unit—"American Lands and Neighbors."

1. Americans no longer speak of the West as a "frontier land." Sometimes people speak of the American lands beyond the states as our frontiers. What are the names of some of these lands?

Ideas to talk about: Finding Alaska, Hawaii, Puerto Rico, etc., on a wall map or globe; telling why you think they are valuable parts of our country.

2. Each year thousands of tourists from "the States" take trips to these scattered American lands. In which of these lands

would you choose to spend your vacation, if you had the chance to go?

Ideas to talk about: Reasons why you would want especially to visit the land of your choice; how you might travel there; whether you would prefer to go in summer or in winter.

3. There are many other nations in the New World besides our own. What is the name of our neighbor to the north? Our nearest neighbor to the south?

Ideas to talk about: Finding Canada, Mexico, and other New World nations on a wall map or globe; what it is like to cross the boundary line into Canada or Mexico, if you have ever done it; money and stamps from Canada and Mexico.

Suggestions for Teaching Chapter 23

In this chapter we look at the American lands that lie beyond the states. We see how each became a part of the United States and how each has contributed to the growth of the nation and, more recently, to its system of defense.

Words that may be new

Bering Sea (bâr'ing)	Puerto Rico (pwër'tō rē'ko)
Aleut (ă'ê oot)	Commonwealth
"Seward's Folly" (sū'êrd)	Caribbean Sea (kă'rĭ bē'ăn or kă rĭb'ê ăn)
Klondike (klôn'dik)	San Juan (săn hwăn')
Yukon (yōō'kōn)	William Gorgas (gôr'găs)
Juneau (jōō'nō)	George Goethals (gō'thălz)
outpost	Queen Liliuokalani (lē'lē oo ô kă lă'nē)
stronghold	
Hawaii (hä wī'ē)	
campus	
Guam (gwäm)	

A first look at the pictures and maps (before the chapter is read)

The first picture in Chapter 23 shows a ship coming into the harbor of the capital of Alaska. Read the caption. What is the name of the capital? Find Juneau on the map on page 302.

The pictures on pages 300 and 301 tell something of the early story of Alaska. Find the route of Bering's journey on the map on page 302. Find the strait and sea named after him.

In the Klondike picture, page 301, what means of transportation are the men using? Find the Klondike River on the map on page 302.

The map on page 303 shows American lands in the Caribbean area. Notice that Puerto Rico and the Virgin Islands lie at the eastern gateway to the Caribbean Sea.

Find the Panama Canal on the map on page 303. How does the picture on page 306 suggest that building the Canal was a great job of engineering?

A note about the pictures and maps

The pictures and maps in *NEW WAYS IN THE NEW WORLD* are in themselves rich sources of information. Pupils may be encouraged to study these visual materials with the same care and thoughtfulness that they devote to the text, for a casual look at a picture or map does not yield all it has to offer.

In the questions and activities which follow are many additional suggestions for using the pictures and maps in this unit. And these are merely samples of the various ways in which the visual materials may be used. Still other ideas for their use will occur to resourceful teachers.

Questions and activities which will help develop the big ideas in Chapter 23

1. By the year 1917, the American flag flew over a number of lands beyond the states. Point out these lands on a world map or classroom globe.

One of these lands flies a different flag today. Which land is it?

In an encyclopedia under "Flags," find a picture of the flag of the Republic of the Philippines. Make a simple sketch of the flag, in color, and show it to the class.

2. Why was Vitus Bering sent on a voyage in 1728? Did he accomplish his purpose? What did he decide?

When we look at a map today, where do we read his name? Follow his voyages of discovery on the map on page 302.

3. When did Vitus Bering claim Alaska for Russia? Was this before, or after, the American sea captain, Robert Gray, explored the Pacific coast and discovered the Columbia River? To make sure, look again at the account of Gray's voyage on page 250.

4. On a wall map, trace the journey of the prospectors from Seattle to the gold fields of the Klondike. Use the map on page 302 to help you. During which part of their journey did the men use dog sleds like those shown in the picture on page 301?

5. If you needed to send a letter in a hurry to Alaska, how would you send it? Find a map showing airlines between "the States" and Alaska and show it to the class. Do any of the lines cross another country? Which one? (Canada)

6. Find out from the post office in your community how much it costs to send an airmail letter to Alaska, Hawaii, Puerto Rico, or the Canal Zone. Is the rate higher, or the same, as the rate for sending airmail letters in "the States"? (Same)

7. A few years ago, it cost the same to send a letter to the Philippines as from one state to another. Now it costs more. How do you explain this?

8. Suppose you and your family wished to drive to Alaska. Is this possible? Find a map showing the Alaska Highway and trace the route of the highway on an outline map of North America. Notice

that much of the highway lies in Canada. Why is this not surprising to you?

9. In 1950 about 130,000 people were living in Alaska, about 500,000 in Hawaii, and about 2,000,000 in Puerto Rico. How do these numbers compare with the population of your state?

Find out whether there is a city in your state with a population about the same as that of Alaska, Hawaii, or Puerto Rico.

10. Select one of the American lands beyond the states and find out more about it in a geography or reference book. Report to your classmates on the ways the people are living and making a living in that land today.

11. What foods have you eaten that may have come from Hawaii or Alaska? The next time you are in a grocery store, look at labels on cans of pineapple, pineapple juice, and salmon to see whether any of them were packed in Hawaii or in Alaska.

12. Make a special report on the life of William Gorgas or George Goethals. Explain why the work of both was needed to build the Panama Canal.

13. In a geography or encyclopedia, find a picture of the Panama Canal as it looks today and show it to the class. Read about the locks in the Canal and explain in a general way how they work when a big ship passes through.

14. In what way are Honolulu, San Juan, and Juneau alike? Which one is the capital of Puerto Rico? of Alaska? of Hawaii?

15. On a classroom globe, find the island "stepping stones" of Midway, Wake, and Guam. Tell why you think these islands were given this nickname.

Suggestions for Teaching Chapter 24

In this chapter we look at our neighbors in the New World—Canada and the twenty nations of Latin America. These countries, like our own, were the homelands of Indian groups when the first Europeans sailed to the New World. And these countries, like ours, were settled by people who came from the Old World to the New.

As we look briefly at these neighboring nations, we see something of what the people are like today and what they are doing to help make sure that many different nations and peoples can live together as neighbors.

Words that may be new

Latin America	Ottawa
unfortified	(ōt'ā wā)
descended	Buenos Aires
provinces	(bwā'nōs ī'rās)
Commonwealth	Rio de Janeiro
of Nations	(rē'ō dā zhā nā'rō)
Pan American	mestizo (mēs tē'zō)

A first look at the pictures and maps (before the chapter is read)

Tell what is happening in the first picture in this chapter. Have you or members of your class ever gone through "customs"? Tell what it was like.

When you drive across the border into Canada or Mexico, the customs officer asks each person in the car where he was born. What would your answer be?

Why does each government have customs offices along the nation's borders?

The picture on page 309 shows a street in Quebec today. Can you think of reasons why thousands of American tourists visit this city each year?

Do you know of places in the United States where visitors sometimes go for rides in open carriages? For example, this is done in Central Park in New York City.

The picture on page 311 shows a gathering of people from various nations in the New World. In what building are they meeting?

Do you know where this building is? Anyone who has been to Washington, D.C., may have visited this building and can tell what it is like.

The map on page 312 shows that we have not one, but many neighbors to the south. Which of these is our nearest neighbor?

Follow the route of the Pan American Highway from the southern border of our country. What does the picture on page 314 tell you about this road?

Questions and activities which will help develop the big ideas in Chapter 24

1. Name some famous Frenchmen who helped to explore and settle the lands along the St. Lawrence River. You may want to leaf through Chapter 5 to refresh your memory.

Champlain started a colony at Quebec in 1608. When did the English start their first permanent colony in the New World? (Jamestown, 1607)

2. As you learned, many of the signs in Quebec are printed in both French and English. Look at the traffic sign in the picture on page 309. Find the French word that means the same as PARKING. Notice the time given—8 A.M. à 7 P.M. What does the *à* mean?

Even if you know no French, you can read the name of the newspaper. What would *La Presse* be in English? (*The Press*)

3. In the picture on page 311, notice the words above the door. A salon is a spacious room where people can gather for receptions. What do you think DE LAS AMERICAS means? Why are these words in Spanish appropriate in the Pan American Building?

4. Find a picture showing the outside of the Pan American Building and show it to the class. You might like to make a collection of pictures of other beautiful buildings in Washington, D.C., and mount them on the bulletin board.

5. The word *pan* has a number of different meanings. When we speak of a frying pan or a dish pan, we are using a very old English word that originally was spelled *panne*. A *panne* was a dish or vessel.

But *Pan* in Pan American Union comes to us from a Greek word meaning *all*. Why is this a good word to use in describing this Union?

Do you think the Pan American Highway is well named? Tell why.

From time to time you may run across other names of this kind—Pan-European, Pan-Asiatic, etc.

6. You learned that Latin America, like the United States, is a mixture of many

different peoples. Through the years, it has become a “melting pot.” Tell what “melting pot” means when used to describe a nation or a city.

7. The Customs Office shown on page 308 flies the British Union flag. If you would like to make a colored drawing of this flag, consult the section on “Flags” in an encyclopedia.

You might like to make a series of drawings of the flags of the nations of the New World. Be sure to include our Stars and Stripes. How many stars will you need to draw? How many stripes? Tell what the stars and stripes stand for.

On the flags of other nations, the symbols have special meanings, just as they do on our flag. Select one of the flags of the New World and try to find out what the colors and symbols stand for.

8. Find Buenos Aires and Rio de Janeiro on the map on page 312. These are two of the great cities of the New World. Each is the capital of what country? Learn to pronounce their names. Each has a nickname—“B.A.” and “Rio.” Is there a town or city in your locality with a nickname? Tell what it is.

9. Look at the picture of Rio de Janeiro on page 313. Give one reason why this was a good location for a city.

The narrow entrance to the harbor is near the middle of the picture, and the Atlantic Ocean is to your right. The cone-shaped mountain near the harbor’s entrance is called Sugar Loaf.

10. Using the map on page 310, point out some of the big cities of Canada and name the province in which each belongs. Find out more about one of these cities and make a brief report to the class.

Pulling Together the Big Ideas in the Unit as a Whole

1. The United States has made a number of purchases of land. Name some of these purchases. Which cost more—Alaska or Louisiana (p. 199)? When was each purchase made? Do you think these purchases were worth the price paid? Give your reasons.

Look in a newspaper for a sum of money spent by the United States for some purpose today. Compare this amount with the \$7,200,000 paid for Alaska in 1867 and the \$15,000,000 paid for Louisiana in 1803.

2. Make a list of explorers who have made important discoveries in the Pacific area. In your list you will want to include Balboa, Magellan, Francis Drake, Vitus Bering, Don Portolá, Captain James Cook, Captain Robert Gray, Lewis and Clark, and perhaps others.

After each name write a sentence or two, telling what the discovery or accomplishment was and the date when it was made. For example, after Balboa's name you might write: First European to see the Pacific Ocean from the New World.

3. How did it happen that Vitus Bering, a Dane, was able to claim land for Russia? Name other explorers who sailed for countries not their own and claimed vast lands for them. You might start with Columbus and John Cabot. Both were Italians. For what countries did they sail? (Pages 63, 113)

Henry Hudson sailed for what country? What was his nationality? (P. 102)

4. George W. Goethals, chief engineer of the Panama Canal, wrote these words when the Canal was finished:

"Christopher Columbus has been called the practical founder of the Panama Canal enterprise, for he was the first to propose a water highway from Europe to Asia, by way of the Atlantic Ocean."

What do you think Goethals meant? If you agree with him, tell why.

5. Tell the story of the Klondike gold rush, pointing out ways it reminded you of another great gold rush in the story of our country. Which came first—the rush to the Klondike or to California?

Today men are prospecting for uranium in the West, in Canada, and in Alaska. They carry Geiger counters to help them locate deposits. What equipment was used by the "forty-niners" and the prospectors in the Klondike?

6. Compare Puerto Rico with Alaska in the "Facts for Reference" on page 341. Here we have a sharp contrast—a small land with a large population and a huge land with a small population. Would you expect to find the problems to be the same, or different, in these two lands? Tell why.

What do you think some of the problems might be in a small land, such as Puerto Rico, with a large population?

7. Tell why in both Canada and the United States there was a movement of people westward across the continent.

8. The story of Latin America has been in some ways like our own and in some ways different. Point out a few of these likenesses and differences.

In telling the story of Latin America, do you think it is necessary to speak of the explorations and settlements made by the Spaniards? If you do, tell why.

Books to Read and Other Enrichment Materials

The following books are suggested for further reading. Those marked with a star (*) were recommended by Mary K. Eakin, Center for Children's Books, The University Library, The University of Chicago.

There is, of course, considerable range in the reading abilities of fifth-grade pupils. The list which follows is a flexible one and takes into account differences in reading ability.

BARROWS, PARKER, and SORENSEN. *The American Continents*. New York: Silver Burdett Company, 1954.

"Beyond the States," pages 202-213, "Canada," pages 214-226, and "Latin America," pages 227-304, are suggested for reading at this time. Maps and pictures in color. Commonly used in fifth grade.

*BELPRE, PURA. *The Tiger and the Rabbit and Other Tales*. Boston: Houghton Mifflin Company, 1946.

A collection of folk tales from Puerto Rico. Many of the stories reflect the customs and beliefs of the people. Easy reading for fifth grade.

*BORDEN, CHARLES A. *Oceania*. New York: Holiday House, Inc., 1945.

A brief overview of the history, discovery and way of life today of people of Hawaii, New Zealand, and other island groups in the Pacific. Advanced reading for fifth grade.

*CONSIDINE, BOB. *The Panama Canal*. ("Landmark Books") New York: Random House, 1951.

A factual account of the building of the Panama Canal from the first, unsuccessful attempt by the French to its final completion by the United States. Average fifth-grade reading level.

COOK, MARION BELDON (ED.). *Stories from the West*. ("Children of the U.S.A.") New York: Silver Burdett Company, 1946.

Suggested for reading at this time: "Stories from the Territories," pages 254-319. Commonly used in fifth grade.

*FERGUSON, ERNA. *Let's Read About Hawaiian Islands*. Grand Rapids: Fiedler Company, 1950.

The first chapters give a brief history of the Hawaiian Islands and describe how people live and work today. Average fifth-grade reading level.

*HELMERICKS, BUD. *Oolak's Brother*. Boston: Little, Brown & Company, 1953.

Two American children spend a winter with an Eskimo family in their winter camp and learn new ways of living. An excellent picture of modern life among the Eskimos of Alaska. Advanced reading for fifth grade.

*KOHAN, FRANCES and WEIL, TRUDA. *Eagle in the Valley*. Chicago: Children's Press, Inc., 1951.

A young boy of modern Mexico travels to various parts of the country and learns something of the history of each section. Average fifth-grade reading level.

*MACHETANZ, SARA. *Rick of High Ridge*. New York: Charles Scribner's Sons, 1952.

A story of Matanuska Valley, Alaska, and the difficulties of homesteading. Average fifth-grade reading level.

*O'NEILL, HESTER. *The Picture Story of Alaska*. New York: David McKay Company, 1951.

Colorful pictures and maps, and brief text show the history and development of Alaska. Average fifth-grade reading level.

*O'NEILL, HESTER. *The Picture Story of the Philippines*. New York: David McKay Company, 1948.

Colorful pictures and map and brief text show the history and development of the Philippine Islands. Average fifth-grade reading level.

*SCHWALJE, EARL and MARJORY. *Cezar and the Music-Maker*. New York: Alfred A. Knopf, Inc., 1951.

The story of a small boy living in one of the back-country villages in the Philippine Islands. A good picture of family life. Average fifth-grade reading level.

SMITH, NILA B., and BAYNE, STEPHEN F. *Frontiers Old and New*. New York: Silver Burdett Company, 1947.

Stories about American lands and Latin America, pages 324-397 and 444-495, are suggested for reading at this time. Commonly used in fifth grade.

*TOMPKINS, STUART R. *Let's Read About Alaska*. Grand Rapids: Fideler Company, 1949.

A brief history of Alaska followed by a discussion of present-day social, economic, and governmental conditions. Average fifth-grade reading level.

WHITRIDGE, ARNOLD. *Simón Bolívar*. ("World Landmark Books") New York: Random House, 1954.

Dramatic biography of the dashing patriot who helped throw off Spanish rule in South America. Average fifth-grade reading level.

For the teacher: The following illustrated booklets may be obtained at small cost, or free of charge.

ALCOA STEAMSHIP COMPANY, 17 Battery Place, New York City.

Suggested titles: *British West Indies, Dominican Republic, Venezuela*.

CANADA HANDBOOK. Published annually by Queen's Printer and Controller of Stationery, Hull, Quebec, Canada.

GREENBIE, SYDNEY. *Next-Door Neighbor: Mexico*. Evanston, Ill.: Row Peterson and Company, 1942.

NATIONAL RAILWAYS OF MEXICO. Bolívar 19, Mexico City, Mexico.

Suggested titles: *Mexico—Vacationlands Unlimited; Communications Chart—Highways, Airways, Railways*.

PAN AMERICAN UNION. Washington 6, D.C.

Suggested titles: *Balboa; Hernán Cortés; Simón Bolívar; The Aztec People; The Incas; The Inter-American System; The Pan American Highway; Transportation in the Other Americas*. Also booklets on individual countries—*Argentina, Panama*, etc.

*PUERTO RICO. Office of the Government of Puerto Rico, Washington 6, D.C.

U.S. DEPARTMENT OF THE INTERIOR. Office of Territories, Washington, D.C.

Suggested titles: *Alaska, Guam, Hawaii, Commonwealth of Puerto Rico, Virgin Islands.*

Songs to Sing

Among the songs which may be selected for use with Unit 8, the following especially are recommended. They may be found in NEW MUSIC HORIZONS, BOOK FIVE, published by Silver Burdett Company, New York, in 1953.

Songs from Canada, pages 22, 81

Songs from Latin America, pages 28, 43, 68, 71, 76, 80, 124, 145, 170

Song from Hawaii, page 4

Songs from the Philippines, pages 72, 84, 104, 193

Filmstrips

Among the filmstrips that the teacher may want to use in connection with the study of Unit 8, the following especially are recommended for fifth-grade pupils. For a complete listing of filmstrips, see *Filmstrip Guide*, published by the H. W. Wilson Company, New York, in 1954. It is available in many libraries.

HAWAIIAN ISLANDS. Pat Dowling Pictures, 1056 S. Robertson Blvd., Los Angeles 35, Calif. 1951.

Suggested title: *Sugar Cane—The Main Industry.*

EXPLORING CANADA. Popular Science Filmstrip, distributed by McGraw-Hill Book Company (Text-Film Dept.), 330 West 42nd Street, New York. 1952.

Suggested title: *Fishermen and Farmers of Canada.*

Testing What Has Been Learned

These tests may be reproduced by the teacher for use with her own class. Omit answers in reproducing the tests.

Test 1

Fill the blanks of the following sentences with the missing word or words.

1. The Pan American Building is in the city of Washington, D.C.

2. Twenty-one nations in the New World belong to the Pan American Union. These include the United States and the nations of Latin America.

3. The Hawaiian Islands are an important crossroads of travel and trade in the Pacific Ocean. Two important products of the islands are sugar and pineapples.

4. Most Canadians are English-speaking people, but many who live along the St. Lawrence River speak French.

5. The Panama Canal has been called the "life line" of our nation.

6. The largest American land beyond the states is Alaska.

7. Puerto Rico helps guard the eastern gateway to the Caribbean Sea.

Test 2

Each sentence has three endings, but only one ending makes the sentence true. Write in the blank the letter of the correct ending.

- c 1. The longest unfortified boundary in the world is between
- Canada and Alaska
 - the United States and Mexico
 - the United States and Canada
- b 2. William C. Gorgas was
- chief engineer in charge of building the Panama Canal
 - an army doctor who solved the problem of yellow fever in the Canal Zone
 - an explorer who discovered the Hawaiian Islands
- a 3. Latin America includes the lands of the New World which lie
- south of the Rio Grande
 - north of the St. Lawrence
 - south of the Great Lakes
- b 4. The first Europeans to settle in Mexico came from
- England
 - Spain
 - France
- c 5. The Pan American Highway is in
- Alaska and Canada
 - the United States and Canada
 - Latin America

Test 3

Read each sentence and decide whether it is true. Underline the letter *T* if the sentence is true. Underline the letter *F* if the sentence is false.

- T F 1. A Canadian province is somewhat like a state in the United States.
- T F 2. Trading back and forth is one of the many ties that helps to unite the nations of the New World.
- T F 3. Puerto Rico is a huge land with a very small population.
- T F 4. Many Canadians who live in Quebec are descended from early French settlers.
- T F 5. Mexico still leads the world in the mining of silver.
- T F 6. The Philippines are now a free and independent republic.
- T F 7. The Panama Canal, Hawaii, and Alaska play important parts in the defense system of our country.

Test 4

Ideas to Write About

1. In a paragraph tell why the purchase of Alaska proved to be a wise purchase for the United States.
2. Name all the ways you can think of in which Canada and the United States are alike.
3. Tell why you think it is possible for the United States to be a successful nation when it is made up of many different peoples from many lands.

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